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ABSTRACT

Results of a task force review of the student flow model at Mount Royal College (Alberta, Canada) are presented. Issues and recommendations are considered for: (1) pre-admission; (2) admission, academic advising, registration, and orientation; (3) instruction/academic support; and (4) post-graduation. Goals include: provide accurate information to prospective students; implement a coordinated testing, screening, and academic placement system; use data gathered from admission applications in college planning; provide access to academic advising for students in credit courses or programs; establish faculty advising centers using full- and part-time staff as faculty advisers; address the special advising needs of students who have been disqualified on academic grounds and who seek readmission; create a registration system that will minimize the time and effort expended by students, advisers, faculty, and staff; implement a registration system fully supported by computer systems; establish orientation experiences for students accepted for credit courses or programs; implement a program to help students in academic difficulty; and establish contact with employers who hire graduates to determine program relevance. A flow chart is appended. (SW)

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THE STUDENT FLOW MODEL

ISSUES AND RECOMMENDATIONS

Presented by
THE TASK FORCE ON STUDENT FLOW MODEL

February 24, 1987

MOUNT ROYAL COLLEGE

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Executive Summary

In January 1986, at the Board of Governor's direction, President Baker established the Task Force on Student Flow to review the present student flow model at Mount Royal College and to recommend improvements.

It was recognized that over the past several years the College had moved away from its "open door" admission policy. Gradually, it had reduced or eliminated many of the services which were established to support open admissions. Its program entry and continuation standards had been tightened.

With substantial growth in applications and registrants, and a major physical expansion, it was seen as an appropriate time to review thoroughly all major stages in a student's progress through the College. From pre-admission application to post-graduation employment, it was necessary to determine the essential services which required adjustment and the new programs or services that should be established.

The committee members named by Senior College Administration were:

J.L. MacNeil (Chairman)	Director, Student Services
A.R. Dyment	Dean, Academic Services
F.R. Fowlow	Registrar, Director of Admissions
R.A. McDougall	Director, Part-Time Studies and Credit Extension
F.A. Miles	Counsellor
K.J. Robson	Dean, Faculty of Arts
K. Scott	Student Representative, Students' Association
D.M. Thomas	Dean, Business Studies and Applied Arts
T.C. Wright	Chairman, Leisure Services and Physical Education

Task Force Objectives

Under the Chairmanship of Dr. J. MacNeil, Director of Student Services, the Task Group met throughout 1986. Major tasks included:

1. Indentifying and documenting present student flow processes at Mount Royal College. These include: intake, screening, testing, advising, counselling, continuation standards, academic support systems, and graduation requirements.
2. Identifying problems and issues which arise from the student flow process.
3. Reviewing other college models and experiences.
4. Recommending appropriate improvements and adjustments to the student flow process at Mount Royal College.
5. Documenting the revised student flow model.

It was agreed that the study's focus should be upon student needs and success. Task Force members recognized that a systematic reform of the College's student flow model could only occur over an extended period of time. Recommendations would therefore need to be expressed in terms of goals and objectives for integration into the institutional planning process. Miami-Dade Community College took five years to implement its major changes; the Task Force feels that a similar time-frame is realistic for Mount Royal College.

Experience of Miami-Dade

Robert McCabe, Miami-Dade Community College President, has said that the single greatest task for community colleges for the 1980's is to resolve the dilemma of the need for higher standards and the increasingly serious academic deficiencies among entering students. Colleges must confront the challenge of maintaining both access and excellence.

McCabe also noted that there is too often a free flow of students to any courses they wish to attend, regardless of their preparation. Students do not receive adequate information, advice or support. At the same time, populations Colleges serve are more diverse, programs much more complex, and the choices for students more confusing. In short, McCabe believes that Colleges are failing to meet the needs of both students and society.

K. Patricia Cross states the issue this way: "The problem came when we lost sight of the purpose of access—which was not to permit students to enter colleges, but to enable them to learn.... Where standards have been compromised, students are denied the very basic human right to feel good about themselves and their accomplishments."

Background Task Force Research

The actions undertaken by Miami-Dade are well-documented and were studied by the Task Force. Two members visited Miami-Dade Community College and interviewed administrators, staff and students. The Task Force also initiated an ERIC search on student flow and had reports prepared on Mount Royal College pre-testing admission procedures. Other research included a survey of student reactions to the educational environment at Mount Royal College; Calgary high school counsellors presented their concerns to the Task Force; also numerous journal articles and publications on the student flow process were examined.

The President and Vice-President, Academic, each attended Task Force meetings and provided valuable input.

Task Force Methodology

To focus on specific issues and recommendations, the Task Force divided itself into four sub-committees organized around the areas of Pre-admission, Admissions, Instruction/Academic Support, and Post-graduation.

Scope of This Study

While the Task Force has considered the issues contained within this report, it welcomes the comments of the college community at large. The Task Force has not formulated detailed implementation plans or considered specific resource issues to be within its terms of reference. Rather, it concentrated on recommendations that would provide the foundation for improvement in student flow at Mount Royal College.

Prerequisites for Student Flow Change

The Task Force has identified three institutional goals which are considered as prerequisites for student flow reform:

1. The College should establish and maintain an image of excellence in the Calgary community.
2. The College should develop a comprehensive and coordinated marketing and recruitment strategy for the 1990s.
3. The College should take measures to improve the correlation between the needs of students and the programs/services it offers.

Revised Student Flow Model

A graphic representation of the revised student flow model is attached as Appendix 1. Its four main divisions are:

1. Pre-Admission
2. Admission, Academic Advising, Orientation, Registration
3. Instruction/Academic Support
4. Post-graduation

Major Task Force Recommendations

The Task Force developed more than 40 goals and 180 objectives. Major changes recommended by the Task Force include:

1. Development of a comprehensive and coordinated marketing strategy.
2. Improvement of the correlation between student needs and the programs/services offered by the College.
3. Establishment of an Admissions Centre in the Registrar's Office.
4. Utilization of the entire College community in recruitment and image-building.
5. Increasing the College's exposure to high schools and non-traditional students.
6. Creation of greater consistency in dissemination of College information.
7. Implementation of a coordinated testing, screening and academic placement system; including the acceptance of the Alberta Education blended grades for admission purposes.
8. Establishment of Advising Centres in each Faculty staffed by full- or part-time advisors.
9. Establishment of a computer-supported continuous registration system.
10. Establishment of College-wide orientation programs.
11. Establishment of a monitoring system to identify students in academic difficulty.
12. Implementation of a program to provide support to students in academic difficulty.

13. Establishment of programs and services for academically gifted students.
14. Strengthening liaison between the College and potential employers to support students in obtaining employment.

Implementation of Recommendations

Task Force members recommend that the report be widely distributed throughout the College. Implementation of the recommended goals and objectives in the institution should be integrated into the College's future planning over a five-year period.

Issues and Recommendations: Pre-admission

This section of the report deals with the time from which a prospective student first becomes aware of the College to the point at which the student is admitted. The impressions of the College gained by a prospective student determine, to a great extent, how the student perceives the institution. Since there are no second chances at first impressions, every effort should be made to give the prospective student a sense of belonging. Often this first contact may be a telephone conversation, an excerpt from a written communication, or a face-to-face discussion with an institutional representative. How and when this part of the College experience begins, it is extremely important that every member of the College community remain constantly aware of his or her power to influence the future decisions of potential students.

In a review of the College's present procedures, a number of issues emerged. To obtain a critical external viewpoint, the Task Force invited counsellors from Calgary high schools to attend a meeting to present their concerns. Problems identified can be grouped into these categories:

- There is sometimes a lack of clarity, and consistency in the information provided to potential students by various sectors of the College community.
- There is a lack of structure for entering students.
- There does not exist an effective institutional marketing and recruitment strategy.
- There is inadequate liaison with prospective students, parents, high school counsellors, and other concerned parties.

To address these issues, four major goals and thirty-five objectives were developed. The four primary pre-admission goals are:

1. College should maintain consistency and accuracy in disseminating information to prospective students about the institution, its programs and services.
2. Publications and audio-visual materials used for student recruitment should be of excellent quality. The information presented should be updated for accuracy. The needs of various audiences should receive individualized attention.
3. The role of all members of the College community in recruitment and image-building should be reinforced.
4. The College should increase its exposure to high schools and, following appropriate market research, to non-traditional categories of students.

1. GOAL:

The College should maintain consistency and accuracy in disseminating accurate information to prospective students about the institution, its programs and services.

OBJECTIVES:

a. Establish an Admissions Centre within the Registrar's Office to handle initial inquiries about such topics as courses and programs. The Centre would supply printed information such as handbooks, calendars, program guides, and competency sheets. It would provide information by telephone, letter or in person.

Staff might also refer individuals to other appropriate departments for specific information and services. The Centre would act as the first contact point for individuals seeking information about the College and its programs. It would insure coordination between College departments which deal with prospective students and provide consistent information about student intake.

It should be seen that this Admissions Centre is placed in an accessible location. In-person and telephone contact must be friendly and personal. A toll-free telephone number should be installed, and the number listed in appropriate out-of-town telephone directories.

Admissions Centre staff must themselves be given accurate information and be trained in customer relations and in the effective use of the telephone.

b. Insure that such print, telephone, and in-person communications with prospective students are understandable, accurate, timely, personalized (whenever possible), and consistent with the image of the College.

c. Communicate accurate information about application procedures, screening, fees, etc., to high school counsellors and to academic and service departments in the College in a timely and consistent way.

d. Implement significant changes to admission criteria or procedures that affect high school students only after such information has been published in the College Calendar and the Handbook for Prospective Students. Sufficient lead time should be given so that a student in Grade 12 does not have to repeat courses to gain admission.

2. GOAL:

Publications and audiovisual materials used for student recruitment should be of excellent quality. The information presented should be updated for accuracy. The needs of various audiences should receive individualized attention.

OBJECTIVES:

a. Hold an annual review of the effectiveness of print and audiovisual materials. Recommendations should be made to the Assistant Registrar, Admissions and Liaison and to the Director, of College Communications.

b. Produce and maintain current and appropriate audiovisual presentations used by Educational Liaison in the high school visitation program.

c Target, annually, specific audiences for special recruitment attention.

d. Develop and distribute publications which address target groups' needs and interests. Promote specific College programs and services which meet those needs.

e. Disseminate College information in non-traditional areas such as: public malls, offices, churches, stores, government agencies. Mail specialized program information to specific audiences.

3. GOAL:

The role of all members of the College community in recruitment and image-building should be reinforced.

OBJECTIVES:

a. Provide training sessions for all staff who have contact with the public.

b. Involve all Admissions Centre staff who deal with prospective students in workshops designed to develop customer relations skills.

c. Have Deans and Chairmen hold discussions about faculty involvement in appropriate recruitment and image-building activities.

d. Develop an integrated program for enhancing the College's image which involves faculty and staff.

4. GOAL:

The College should increase its exposure to high schools, and, following appropriate market research, to non-traditional categories of students.

OBJECTIVES:

a. Insure that there is continuity in, and adequate resources for, the office of educational liaison.

b. Provide two half-day meetings in the Fall and Spring between high school counsellors and resource personnel at Mount Royal College. The meetings should focus on providing accurate information on admissions and other matters of mutual interest. The meetings would be organized by the Registrar's Office.

c. Establish an Educational Liaison Advisory Sub-Committee of the Registrar's Advisory Committee. This sub-committee would ask for input from high school counsellors, other sources of prospective students such as the Alumni Association, and academic departments.

d. Provide high school counsellors with regular updates on program and application requirements, as well as frequently requested information through MRComments.

e. Invite, through Educational Liaison, high school counsellors and instructors to information sessions which focus on new programs or programs where additional recruitment is desirable.

f. Publicize evening information sessions for prospective students which focus on adult and part-time learners and, provide information on services such as financial aid and daycare, in addition to the standard information.

g. Make more widely available the Handbook for Prospective Students, containing critical dates and general College information.

h. Provide regular feedback to high school principals, counsellors and community newspapers on student academic achievement.

i. Promote inexpensive workshops and seminars which are of particular interest to high school students.

j. Provide opportunities for such groups as high school bands and drama groups, etc., to perform at the College.

k. Encourage all College faculty and staff to establish new contacts with high school teachers to share subject area expertise or other common interests.

l. Sponsor major high school events or be involved as a participant. Advertise in high school publications.

m. Invite high school principals to a designated annual social function and to other College events such as drama productions, concerts, and ceremonies.

n. Host community organization meetings when facilities permit.

o. Publicize information about accomplishments of current and former students of the College. Use advertisements, if necessary.

p. Provide evening or weekend information sessions for parents of prospective students.

q. Through Continuing Education, conduct appropriate career exploration and orientation workshops for interested members of the community.

r. Conduct appropriate market research to determine the needs of non-traditional categories of students and identify appropriate College response.

s. Increase, where appropriate, articulation plans between area high schools and Mount Royal College.

t. Clarify the College's geographical area of marketing and recruitment.

Admissions, Academic Advising, Registration and Orientation

Issues and Recommendations: Admissions

Admissions is the first of four systems which comprise the student entry phase. It is at this juncture that the student first completes an official transaction with the College. Therefore, it is imperative that a commitment to fostering the worth and dignity of the individual be encouraged in all admissions personnel. It is also important that the admissions policies be perceived by the consumers of those services to be fair and equitable. The community college student of the late 1980's and early 1990's is likely to be more pragmatic and goal-oriented than any of those of the past half-century. Some of the factors causing this pragmatism are a rapidly changing technological society, a limited job market and a sharp focus on basic education as a requirement for success.

Community colleges have been charged with the responsibility of attempting to meet the realistic needs of a widely diversified student population. Older, more mature, but often ill-prepared students arrive at community colleges with high expectations. Admissions policies and procedures must be designed to insure prospective students are given the opportunity to pursue academic and personal goals in an atmosphere of individual respect and understanding. Admissions policies and procedures must provide students with a clear understanding of what they have to do to successfully complete the pre-instructional experience.

To these ends, the following goals are identified:

1. Create an atmosphere of respect for the individual needs of potential students.
2. Provide applicants with complete information about the opportunities offered by the College.
3. Implement a co-ordinated testing, screening, and academic placement system.
4. Route names of accepted students with particular needs and/or interests to those institutional departments/services which can effectively work with them.
5. Implement a late-admission policy which recognizes that admission must be related to space availability in selected programs and assesses the likelihood of success when late admission is granted.
6. Use data gathered from admission applications in institutional planning.
7. Send new admission applicants acceptance letters as soon as possible after all documents have been received and the academic department has notified the Admissions Office that program admission has been approved.

1. GOAL:

Create an atmosphere of respect for the individual needs of potential students.

OBJECTIVES:

a. Establish an Admissions Centre within the admissions office which handles all inquiries related to admissions whether by telephone, mail or in person.

b. Hold admissions staff development workshops to discuss the responsibility/opportunity for offering potential students good service.

2. GOAL:

Provide applicants with complete information about the opportunities offered by the College.

OBJECTIVES:

a. Send applicants acknowledgement letters within five working days of receipt of applications or requests for information about readmission to the College.

b. Send specific admission instructions to new applicants after their applications have been received and acknowledged. Give complete information about documents required as well as test and selection procedures. As quickly as possible, inform students about the purpose of student services and the services available to them, such as:
   i. The testing program.
   ii. Financial aid, academic advising, counselling, learning skills assistance, career planning, and job placement.
   iii. Other student development services available when additional information or help is desired.

3. GOAL:

Implement a co-ordinated testing, screening and academic placement system.

OBJECTIVES:

a. Accept, for admission purposes, the Alberta Education blended grade or equivalent from other systems. Instead of Basic Skills Assessment tests, use a simplified version of the latter only when high school grades are unavailable or otherwise inappropriate.

b. Specify and, where possible, make consistent the entrance requirements and screening process for admission to individual programs.

c. At the time of advising, make available high school grades and entrance test results which should be used to place students appropriately.

d. Develop a profile of students who are potentially high attrition risks and distribute this profile to appropriate College personnel such as instructors, advisors and counsellors.

e. Require students to enroll in preparatory courses or take reduced course loads if entrance test results indicate potential academic difficulty or obvious academic deficiency.

f. Insure students' advising files contain documentation which explains advice provided or waived.

g. Designate a co-ordinator of the testing program. This individual would have appropriate professional training in this area and be responsibile for overseeing the routine implementation of the program. He or she would communicate timely information and direction to everyone involved.

h. Generate routine reports on the effectiveness of the testing program and make recommendations for revision which should be received by the person with administrative responsibility for the testing program.

4. GOAL:

Route names of accepted students with particular needs and/or interests to those institutional departments/services which can effectively work with them.

OBJECTIVES:

a. Develop a data collection system with the ability to list by category facts about students, such as:
   i. Expecting to use financial aid.
   ii. Expressing interest in student activities.
   iii. Indicating an interest in the services of the Learning Skills Centre.
   iv. Needing help with career decision-making.
   v. Requiring information on advance credit or transfer.

b. Route, within five working days after receipt of the accepted application, the names of students with specific needs and special interests to the individuals responsible for these programs.

c. Give copies of data prepared in report form to the Director of Student Services.

5. GOAL:

Implement a late admission policy which recognizes that admission must be related to space availability in selected programs and assesses the likelihood of success when late admission is granted.

OBJECTIVES:

a. Admit late applicants only until the end of the first week of classes.

b. Insure the late admission period is not extended beyond when late registration is allowed.

6. GOAL:

Use data gathered from admission applications for institutional planning.

OBJECTIVES:

a. Plot enrollment patterns, student characteristics, high school grades, demographic data and student needs in order to develop supportive strategies.

b. Provide a listing of those students who:
   i. Applied for admission, but did not complete, assessment.
   ii. Enrolled, but did not complete, a semester.
   iii. Enrolled, completed one or more semesters, but did not achieve their goal.

7. GOAL:

Send new admission applicants an acceptance letter as soon as possible after all documents have been received and the academic department has notified the Admissions Office that admission into a program has been approved.

OBJECTIVES:

a. Capture pertinent data from the applicant's file. Prepare and mail an individualized conditional or unconditional letter of acceptance to the new applicant. Mail this letter within one week of receipt of acceptance confirmation from the department chairman.

b. Department chairmen should make decisions on issuance of acceptance letters before June 1st for Fall semester applicants, and prior to November 15 for Winter semester applicants.

c. All admission applications received from continuing students changing their programs should be cleared for letters of acceptance within one week of the opening dates for application.

Issues and Recommendations: Academic Advising

Advising is a decision-making activity that is meant to help students' growth and development, rather than merely focusing on the prescriptive, mechanical, and course scheduling aspects.

Effective academic advising helps students with the kind of goal-setting which is a prerequisite to success. Mount Royal College must be committed to its students. It must not only help them achieve their goals, but also help them set their goals in the first place.

The advising system is meant to provide skilled, trained advisors to help students with course selection during pre-registration and registration. It is also there to help students develop comprehensive plans to help them transfer to other post-secondary institutions and to act as a resource or contact point during the year. Such a system is necessary at Mount Royal College because it accepts students of diverse academic backgrounds and offers a large number of programs with complex requirments.

The academic advising program has been beset with escalating difficulties that have considerably reduced its effectiveness. Some of these are: frequent turnover of advisors, increased student enrollment, problems with inter-departmental communication, faculty workload, and individual advisor priorities.

The role of the academic advising program is to:

i. Help and encourage students to select courses of study that are in keeping with their interests and competencies.

ii. Help students in periodic evaluations of their academic progress.

To these ends, the following goals and objectives are identified:

1. Provide accessible academic advisors for all students in credit courses or programs.
2. Provide students who have not decided on a specific career with an opportunity to discuss this matter with a College Counsellor.
3. Establish faculty advising centers for students in all programs using full and part-time staff and faculty advisors as appropriate.
4. Review the feasibility of having full and part-time advisors to complete the registration process.
5. Establish a system of long-range computer-assisted advising for the total student population.
6. Address the special advising needs of students who have been disqualified on academic grounds and who are seeking readmission.

1. GOAL:

Provide access to academic advising for students in credit courses or programs.

OBJECTIVES:

a. Determine the amount of academic advising time required to meet the needs of both career and Arts and Science students.

b. Secure approval to employ and train the number of advisors required to meet the advising needs of all career and Arts and Science students.

2. GOAL:

Provide accessible academic advisors for all students in credit courses or programs.

OBJECTIVE:

a. Insure that every incoming student is given the opportunity to see a counsellor or advisor before formal registration.

3. GOAL:

Establish faculty advising centres for students in all programs using full and part-time staff and faculty advisors, as appropriate.

OBJECTIVES:

a. Refer all accepted students to the appropriate advising centre.

b. Refer all accepted students with a declared career choice to specific, identified career advisors.

c. Refer accepted students, undecided about a career direction, to the Counselling Centre in Student Services for career exploration and counselling.

d. Provide for the extensive distribution of lists naming advisors and advisees.

4. GOAL:

Review the feasibility of having full and part-time advisors to complete the registration process.

OBJECTIVES:

a. Use all pertinent student data in the advising process. This data would include:
   i. Pre-admission test results.
   ii. High school records.
   iii. Admissions information relative to specific student needs, and
   iv. Courses required for graduation.

b. Publish class schedules well in advance of the advising sessions. If possible, this would mean an annual class schedule which would help planning for both students and advisors.

c. Hold an on-going orientation session for all advisors as required.

d. Provide advisors with standard sheets (graduation check lists) for specific majors which can be given to their advisees.

e. Provide advisors with an advising handbook. This book would include a detailed description of the advising process. It would discuss such topics as characteristics of an effective advisor and how to advise students toward graduation instead of semester by semester planning.

f. Hold seminars for the purpose of increasing advisor effectiveness.

5. GOAL

Establish a system of long-range computer-assisted advising for the total student population.

OBJECTIVES:

a. Computerize the transfer guides for all major institutions and programs to which students generally transfer.

b. Establish a computerized file of programs of study for individual student access.

c. Develop a computer data bank of student advising assignments by advisor and make updated lists available to advisors each semester.

6. GOAL:

Address the special advising needs of students who have been disqualified on academic grounds and who are seeking readmission.

OBJECTIVE:

a. Organize the individual components of the academic assistance program into a discernible package similar to the previous Program for Academic Success (PAS).

b. Require readmitted students who have been placed on probation to enter a program which provides for regular consultation with an advisor/ counsellor.

Issues and Recommendations: Registration

Registration is that point in students' educational experience when they follow an institutionally prescribed process for establishing their schedules and programs of study for the ensuing academic period. Essentially the registration process is intended to insure, as far as possible, that the academic offerings of the College are adequate to meet the needs of the students. It is recognized that the changing demands of the market served by community colleges must lead to dramatic changes in the traditional approach to registration.

Technological advances designed to speed access to educational institutions must be incorporated into the registration system. Innovative technology now used in Canada and the U.S. include: interactive on-line registration, touch-tone telephone communications with the registrar's office, micro-computer networking between individual departments and the central admissions office. To achieve this end, the following goals are paramount.

1. Foster consistency of purpose by publishing clearly defined policies and procedures for the use of students, faculty and staff.
2. Maintain a system which allows students to register for classes according to a schedule which provides academic offerings adequate to their needs.
3. Create a registration system which will minimize the time and effort expended by students, advisors, faculty, and staff when registration takes place.
4. Implement a procedure which prepares students for registration.

5. Implement a registration system fully supported by computer systems. It should be one which provides students, faculty and administration with an accurate up-to-date presentation of registration activity. Documentation should be in the form of individual student action and reports suitable for monitoring the present registration and planning future operations.

1. GOAL:

Foster consistency of purpose by publishing clearly defined policies and procedures for the use of students, faculty and staff.

OBJECTIVES:

a. Publish a college calendar which is written and organized in such a way that it accurately reflects the current situation when the student registers.

b. Implement changed or new academic policies only after the new information has been published in the college calendar.

c. Determine changes in registration procedures six months before registration and publish this information.

d. Insure students, staff and faculty fully understand college policy and procedures about registration and that such policies and procedures are clearly communicated and consistently applied.

2. GOAL:

Maintain a system which allows students to register for classes according to a schedule which provides academic offerings adequate to their needs.

OBJECTIVES:

a. Implement a program package concept which insures that students will be guaranteed space in the maximum number of required courses.

b. Provide students, advisors, faculty and staff with comprehensive registration instructions which are communicated well in advance of registration.

c. Publish a master schedule of classes one year in advance, so that it can be used by students when planning a registration pattern.

Update the master schedule of classes after advance registration. Make capacity adjustments as needed.

3. GOAL:

Create a registration system which will minimize the time and effort expended by students, advisors, faculty and staff when registration takes place.

OBJECTIVES:

a. Provide for a continuous registration system which allows continuing students to register at any time during the academic year.

b. Offer special pre-registration sessions for new students.

c. Allow new students to be tested at off-campus sites and register by mail if they choose.

d. Maintain a drop-off or mail-in registration system for part-time students.

e. Provide on-line access to registration files so that students and advisors have an accurate, up-to-date picture of spaces available for registration.

f. Offer telephone registration for part-time students.

4. GOAL:

Implement a procedure which prepares students for registration.

OBJECTIVES:

a. Provide advisors with computerized profiles of their advisees' needs, requirements and performance before the advising sessions which lead to registration.

b. Brief students on the interpretation and application of academic and registration policies and procedures.

c. Provide a system which insures that the transferred or admitted student knows his/her status before registration. Insure there is an understanding between the program chairman and the advisor, as to the student's status.

5. GOAL:

Implement a registration system fully supported by computer systems. It should be one which provides students, faculty and administration with an accurate up-to-date presentation of registration activity. Documentation should be in the form of individual student action and reports suitable for monitoring the present registration and planning future operations.

OBJECTIVES:

a. Disallow registration if a student is ineligible for any authorized reason, such as disqualification, or nonpayment of outstanding charges.

b. Provide students with a class schedule on completion of registration.

c. Provide students with a fee statement on completion of registration.

d. Provide for collection of tuition fees concurrent with registration.

e. Provide for acceptance of charge-card payments.

f. Set up telephone registration and mail out billing for part-time students only (two courses or less).

g. Provide for on-line registration adjustment and drop/add so that students can complete the necessary registration changes quickly.

h. Establish a procedure to insure that all class levelling is completed in the first week of classes.

i. Prepare these reports immediately following completion of registration:
   i. Class lists to be distributed to instructors on the first day of classes.
   ii. Enrollment reports summarizing the enrollments in each course by section.
   iii. Preliminary FTE report.
   iv. Wait list reports.

j. Allow late registrations in open sections only subject to the Registrar's approval.

k. Provide a late registration system which does not have drop-add rights.

l. Provide equipment and training to academic officers to allow better monitoring of registration activity.

m. Provide user-friendly tools to extract and manipulate data used in the planning process.

n. Insure students who register in a course and then discover they can qualify for credit by examination are able to do so in the first two weeks of classes.

Issues and Recommendations: Orientation

For most students, college orientation begins when they first become aware of the college and first look inside the calendar. Orientation is not a process that can be neatly packaged in a specific program, day, or course. Orientation can happen casually. It may even begin the first time the student hears a tale of collegiate life or has an initial official contact with the institution. Whether it is structured, or simply permitted to happen, orientation does take place.

If students are to be successfully oriented to their new and unfamiliar post-secondary environment, an organized and deliberate set of procedures must be carried out.

Orientation can take place at many levels. This can include small group instruction, program specific mini-sessions, instructor or course orientation, and broader institutional orientation. Efforts to provide orientation programs for incoming students have varied greatly from academic program to program and from year to year. In general, students entering career programs have received a more comprehensive and student-centered orientation than their peers in Arts and Science. There is, however, very little consistency in what students experience or are told during program-specific orientation sessions.

There exists in the College a strong need for a common, comprehensive orientation program for all students accepted into credit programs.

The Task Force believes orientation plays a key part in the reduction of attrition and is a valuable part of the new student's college experience.

To these ends, the following goals are identified:

1. Establish orientation experience for all Mount Royal College students accepted for credit courses or programs.
2. Include orientation to the post-secondary experience as a common goal of all institutional programs.
3. Provide students with an awareness of the institutional policies which affect them.
4. Provide students with an opportunity to participate in activities which teach goal-setting, priority-setting, self-concept evaluation, time management, and other success-related behaviors.

1. GOAL:

Establish orientation experiences for all Mount Royal College students accepted for credit courses or programs.

OBJECTIVES:

a. Provide comparable orientations for both career and Arts and Science students.

b. Insure orientation is available for all part-time credit students.

c. Before classes begin, provide all full and part-time credit students with orientation, assessment, advising, and registration assistance to simplify the adjustment they will soon have to make.

2. GOAL:

Include orientation to the post-secondary experience as a common goal of all institutional programs.

OBJECTIVES:

a. Provide for students to be introduced to such available activities, resources and services as:
   i. Academic Advising
   ii. Counselling
   iii. Student Health Services
   iv. Learning Skills
   v. Student Employment
   vi. Financial Aid and Awards
   vii. Campus Recreation and Athletics
   viii. Community Resources
   ix. Learning Resources

b. Encourage instructors to use a portion of the first class period each semester to familiarize students with their methods of teaching, expectations, and rules and regulations idiosyncratic to that particular course.

c. Encourage instructors to distribute the above course-related information in written form to all students.

3. GOAL:

Provide students with an awareness of the institutional policies which affect them.

OBJECTIVE:

a. During orientation, provide students with specific information on the need for class attendance, awareness of college policies, their responsibilities in meeting deadlines and class assignments, withdrawal procedures and deadlines.

4. GOAL:

Provide students with an opportunity to participate in activities which teach of goal-setting, priority-setting, self-concept evaluation, time management, and other success-related behaviors.

OBJECTIVE:

a. Incorporate these activities into the orientation experience referred to previously (Goal 3.a.) for all incoming students.

Issues and Recommendations: Instruction/Academic Support

Because of both its history and mandate, Mount Royal College attracts many non-traditional learners, including those who are academically underprepared as well as those who are academically gifted. Some of these students have never completed formal secondary education while others have had advanced education and training. Such a diverse student population requires that Mount Royal College put in place support for its major categories of students. Such support will include programs and services for students in academic difficulty, for those who can benefit from an enriched program, and for those who can benefit from somewhat non-traditional programs offered such as co-operative study or distance education.

Many of the goals in this section relate to ways in which the College can insure that students are well informed of the institution's expectations of them throughout the course of their studies. Therefore, it is important for all faculty and staff to communicate information that is clear, coherent and consistent so that students are reinforced in their knowledge of what is required to succeed in their courses and programs, as well as in the College as a whole.

The Instruction/Academic Support category encompasses services which are provided to students from the point at which they enter classes at the College to the point at which they are eligible to graduate. To insure that students receive the maximum benefit from their instruction, the College should:

1. Implement a program to provide help to students in academic difficulty.
2. Create programs and services for academically gifted students.
3. Provide students with the courses, programs and services required for successful and timely completion of academic and career goals.
4. Insure its faculty and staff have the training necessary to adjust to the needs of the non-traditional learner.

5. Simplify, when possible, the forms and procedures which students must complete or comply with.
6. Improve communication of information to students and faculty.
7. Insure students are well informed of the nature of the courses they have registered in and the instructors' expectations them.
8. Insure departments offer courses organized and delivered in ways that are consistent with stated policies.
9. Insure College departments check that course and program completion and attendant matters are dealt with in an efficient and timely way, in accordance with stated policies.

1. GOAL

Implement a program to provide help to students in academic difficulty.

OBJECTIVES:

a. Enroll students who are identified "high-risk learners" in preparatory courses. Counsel them to take reduced course loads until they demonstrate an acceptable level of academic skill.
b. Insure students receive a mid-term assessment of their progress, and if appropriate, take steps to improve their performance.
c. Form an advisory committee which consists of members from various groups which provide help to students in academic difficulty. This committee should monitor and adjust College services as necessary.
d. Make available, where feasible, to students in need of specific types of help, workshop and self-study materials. Examples of this kind of help might be in mathematics, letter formats and footnotes.

2. GOAL:

Create programs and services for academically gifted students.

OBJECTIVES:

a. Develop arrangements with local high schools which would permit accelerated study, concurrent enrollment, granting of advanced credit and special summer programs.
b. Introduce special programs for high-achieving students. These would include honors streams and enriched programs.
c. Offer and promote transfer programs which would enable students to obtain a full two years of university transfer credit at Mount Royal College.
d. Pursue articulation and transfer arrangements with a wide range of Canadian universities.
e. Introduce an "Emphasis on Excellence" program which promotes the intellectual, cultural and athletic enrichment activities of the College.
f. Improve the College's communication and promotion of programs and services which emphasize its commitment to excellence.
g. Give more prominence to academic achievement by students. For example, the Deans' and President's Honor Rolls could be promoted more actively and recipients of scholarships could be given more attention in College publications.

3. GOAL:

Provide students with the courses, programs and services required for successful and timely completion of academic and career goals.

OBJECTIVES:

a. Provide a guarantee of essential courses to students who are admitted to specific programs.
b. Avoid, whenever possible, cancelling courses in which students have been permitted to register.
c. When it becomes necessary to cancel a course, insure the instructor meets the class to explain the situation and outlines precisely what the College can do to minimize inconvenience to students.
d. Package its offerings in ways which reduce the necessity for wait lists and addition of new courses or sections once registration has begun.
e. Systematically eliminate from its publications those courses and services which are no longer offered.
f. Provide credit for all courses taken at Mount Royal College within the past ten calendar years.
g. Provide flexibility in accepting courses for transfer credit, even though these courses may not have direct equivalents at the College.

4. GOAL:

Insure College faculty and staff have the training necessary to adjust to the needs of the non-traditional learner.

OBJECTIVES:

a. Sponsor and promote workshops, seminars and lectures aimed at developing techniques for teaching non-traditional learners.
b. Recognize and reward innovative design and delivery of instruction to non-traditional learners.
c. Insure the goal of developing a flexible delivery system, responsive to the needs of individual learners, is made an institutional priority.

d. Target and promote for specific groups, specialized programs in college preparation, career entry or re-entry, retraining for the unemployed and enrichment for seniors.

5. GOAL:

Simplify, when possible, the forms and procedures which students must complete or comply with.

OBJECTIVES:

a. Compile an inventory of all student-related forms and revise them with a view to updating, standardizing and simplifying them.

b. Insure the forms clearly outline the procedures necessary for processing them and solicit the full information required of the student.

c. Eliminate, wherever possible, unnecessary and time-consuming processing by students obliged to carry the forms physically from one College official to another.

6. GOAL:

Improve communication of information to students and faculty.

OBJECTIVES:

a. Insure bulletin boards reserved for information from the Registrar's Office are located in conspicuous places in each of the College's "precincts."

b. Use a simple, standardized format of color-coded publications (one color for student information, another for faculty/staff information) to relay updated information of relevance to both students and faculty.

7. GOAL:

Insure students are well informed of the nature of the courses they have registered in and the instructors' expectations of them.

OBJECTIVES:

a. Wherever possible, insure that instructor assignments occur before the timetable is printed.

b. Make course information available for students, before the start of classes, especially a syllabus. Such information may be posted outside instructors' offices or be available through departmental secretaries.

c. Minimize the need for room changes after the timetable is printed.

d. Insure the instructor notifies his students of any room changes.

e. Insure that rooms adequately accommodate the size of classes and that, wherever possible, special needs are accommodated by assigning appropriate teaching spaces.

f. Make available, on the first day of classes, course outlines which contain at least the following information:

i. Course title and description.
ii. Instructor name, office number, office hours and telephone number.
iii. Calendar description and course objectives.
iv. Indication of special course features (e.g., transferability, prerequisites, duration).
v. Number and nature of assignments.
vi. Grading practice.
vii. Attendance requirement.
viii. Texts and other resources.
ix. Reference to sources of additional information for students (e.g., calendar for marks appeal, withdrawal procedures, etc.).

8. GOAL:

College departments should insure that courses are organized and delivered in ways that are consistent with stated policies.

OBJECTIVES:

a. Insure each department adopts a clear set of policies for successful completion of its courses. These policies should be in conformity with overall College policy and be provided in writing to every student.

b. Insure these written policies are provided to all new full and part-time instructors and are incorporated in course outlines.

c. Announce in advance to the class, and distribute in writing to each student, any changes to the policies or stated practices in a course.

d. Strive for consistency in policy and content in the requirements of multi-section courses.

e. Insure attendance policies are clear, consistent and enforceable. When students reach a high level of absenteeism, they should be warned that "x" additional absences will result in their withdrawal.

f. Insure that failure to attend the requisite number of classes during the first half of the semester will result in an automatic instructor-initiated withdrawal at mid-semester. Insure that failure to attend the requisite number of classes during the second half of the semester will result in a systematic grade reduction and eventual failure in the course.

g. Insure that students who withdraw from the College before mid-semester receive "W" grades in all courses. Students who withdraw from the College after mid-semester receive "F" grades. The only exception to these rules is for students who have documentation of illness or severe emotional duress and provide written support from a counsellor.

h. Insure that, if an instructor cannot meet a class, he notifies the department secretary who will provide students with that information and make alternative arrangements. If the class is in the evening, the instructor should contact the Director of Credit Extension and Part-time Studies' Office.

i. Insure that, if a student cannot attend class, he contacts the department secretary during the day or the Director of Credit Extension and Part-time Studies' Office during the evening and provides the reason for his absence.

j. Insure instructors clearly inform students of the procedures to be followed in the submission, grading and return of all assignments. Students should be reminded to retain all corrected assignments.

k. Insure students are made aware of the policies about non-academic conduct and academic dishonesty and the consequences of violating policies.

9. GOAL:

Insure College departments check that course and program completion and attendant matters are dealt with in an efficient and timely way, in accordance with stated policies.

OBJECTIVES:

a. Insure instructors post final grades for all students when these grades are submitted to the Registrar rather than waiting until the end of the examination period.

b. Insure posted grades identify clearly the course, section, time and instructor, and list students only by their identification numbers.

c. Insure final examinations are retained by the instructor until at least the end of the following major semester (i.e., Fall, Winter).

d. Insure instructors give students access to their final examinations in a timely way so that possible decisions about academic appeals may be made within the required time.

e. Insure instructors leave in care of the departmental chairmen, in the event that they are unavailable following the final examination period, examinations, grade sheet and marks book.

f. Insure instructors give "I" grades only for valid medical or personal reasons. Contracts should not exceed 60 days in length. Incomplete contracts should result in an "F" grade being awarded except for practicums. "I" grade contracts should be in writing and should include details about assignments and deadlines and the effect on the grade, if any.

g. Insure instructors and students have a common understanding of how final grades are derived.

Letter grades should be considered final and should not, except under exceptional circumstances, be altered.

h. Insure the process of initiating a marks appeal is simplified and made less intimidating for students.

i. Reserve the grievance process for serious complaints of professional misconduct, performance prejudicial to the interests of students, or disagreements with College policies.

j. Insure students have a checklist of courses required for graduation which should be monitored by them each semester when they are advised.

10. GOAL:

Instill in graduating students, the belief that education is a life-long activity.

OBJECTIVES:

a. Keep a roster of successful students in each career area and invite them to provide input on certificate and diploma programs through DACUM groups and advisory committees.

b. Establish an alumni office which reports to graduates annually on what their classmates are doing and what they have accomplished. This report could also include lists of upcoming professional development activities in major career areas.

c. Keep a comprehensive list of graduate students in career areas through an alumni office so that updated information on their career and professional development sessions can be advertised.

d. Administer a questionnaire to graduating students on their future educational plans at the time they leave Mount Royal College. Administer a follow-up questionnaire again at a specific time after graduation.

e. Provide an opportunity for graduate students to use follow-up career counselling.

Issues and Recommendations: Post-Graduation

The College places major importance on career education. Approximately 60 percent of its programs are career oriented. An important aspect of this strong emphasis is helping students find employment.

This help is particularly critical because of the present scarcity of jobs and the rapidly changing nature of work. Help to students should include the following

1. Making students aware of current job openings.
2. Helping them to improve their effectiveness in job search, resume writing and interview skills.
3. Advertising College programs through the press.
4. Making group presentations to various target groups.

An important aspect of program effectiveness, particularly in the career areas, is the extent to which the program is relevant to the ever-changing requirements of the job market. To determine relevance requires getting regular feedback from both g students and employers. This goal can be accomplished by follow-up surveys. In addition, employers of our graduates and potential employers should be involved in college career advisory committees and in program curriculum planning.

To this end, the following goals and objectives are proposed:

1. Help students find employment.
2. Establish a strong liaison between the College and employers who hire Mount Royal College graduates, in order to determine program relevance and impact.
3. Obtain follow-up data from graduates on the relevance of their college program to their career.
4. Instill in graduating students, the belief that education is a life-long activity.

1. GOAL

Help students find employment.

OBJECTIVES

a. Promote employer awareness of the College, its programs, and what its graduates have to offer. Promote this awareness through direct mailing campaigns, College staff visits, telephone contacts, media advertising, and publications.

b. Provide information about current job openings through maintenance of a current job bank and through prescreening and referral.

c. Insure that students and faculty are aware of these services through classroom presentations, College newspaper articles, displays, and by maintaining close links with faculty.

d. Help students develop effective job search skills through in-class seminars on job search strategies and providing individual job search counselling (e.g., help with resume writing, developing job leads, and taking mock interviews). Provide free job search literature.

e. Provide opportunities for students and employers to meet on campus to discuss job openings and career prospects by means of career fairs, on-campus recruitment, and guest-speakers from industry.

f. Provide a general source of job information by maintaining an up-to-date library of industrial directories, annual reports, and employer-produced recruitment literature. Maintain information on employment standards in Alberta and provide referrals to appropriate agencies for help with specific employer-employee problems.

2. GOAL:

Establish a strong liaison between the College and employers who hire Mount Royal College graduates, to determine program relevance and impact.

OBJECTIVES:

a. Encourage employers to provide input on program relevance and impact by means of personal visits and surveys.

b. Further develop the cooperative education program.

c. Encourage the active participation of employers on advisory committees.

3. GOAL:

Obtain follow-up data from graduates on the relevance of their College program to their career.

OBJECTIVE:

a. Survey graduates who have graduated on the relevance of programs and their degree of satisfaction with their experience at Mount Royal College.

4. GOAL:

Instill in graduating students, the belief that education is a life-long activity.

OBJECTIVE:

a. Keep a roster of successful students in each career area and invite them to provide input on certificate and diploma programs through DACUM groups and advisory committees.

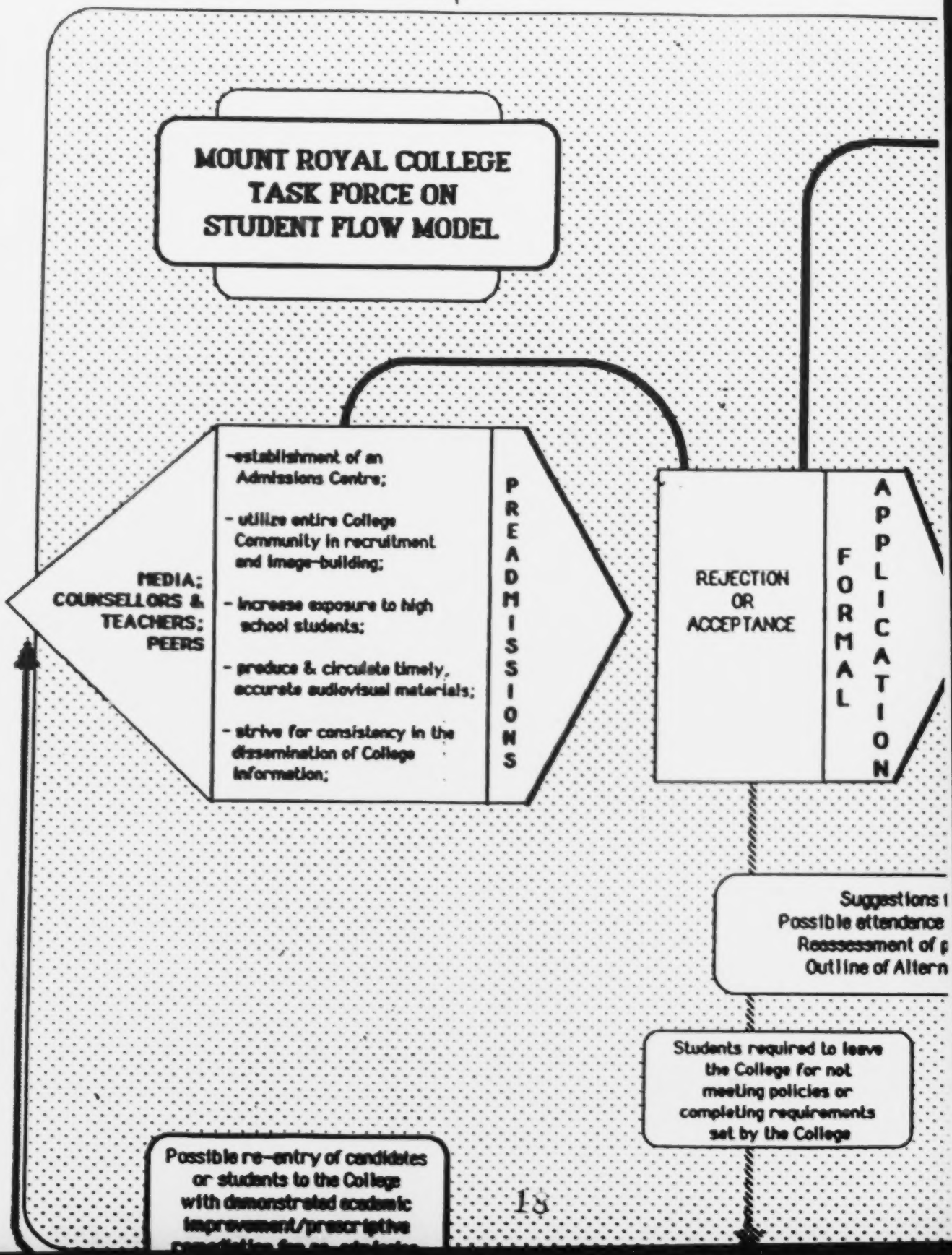
b. Establish an alumni office which reports to graduates annually on what their classmates are doing and what they have accomplished. This report could also include lists of upcoming professional development activities in major career areas.

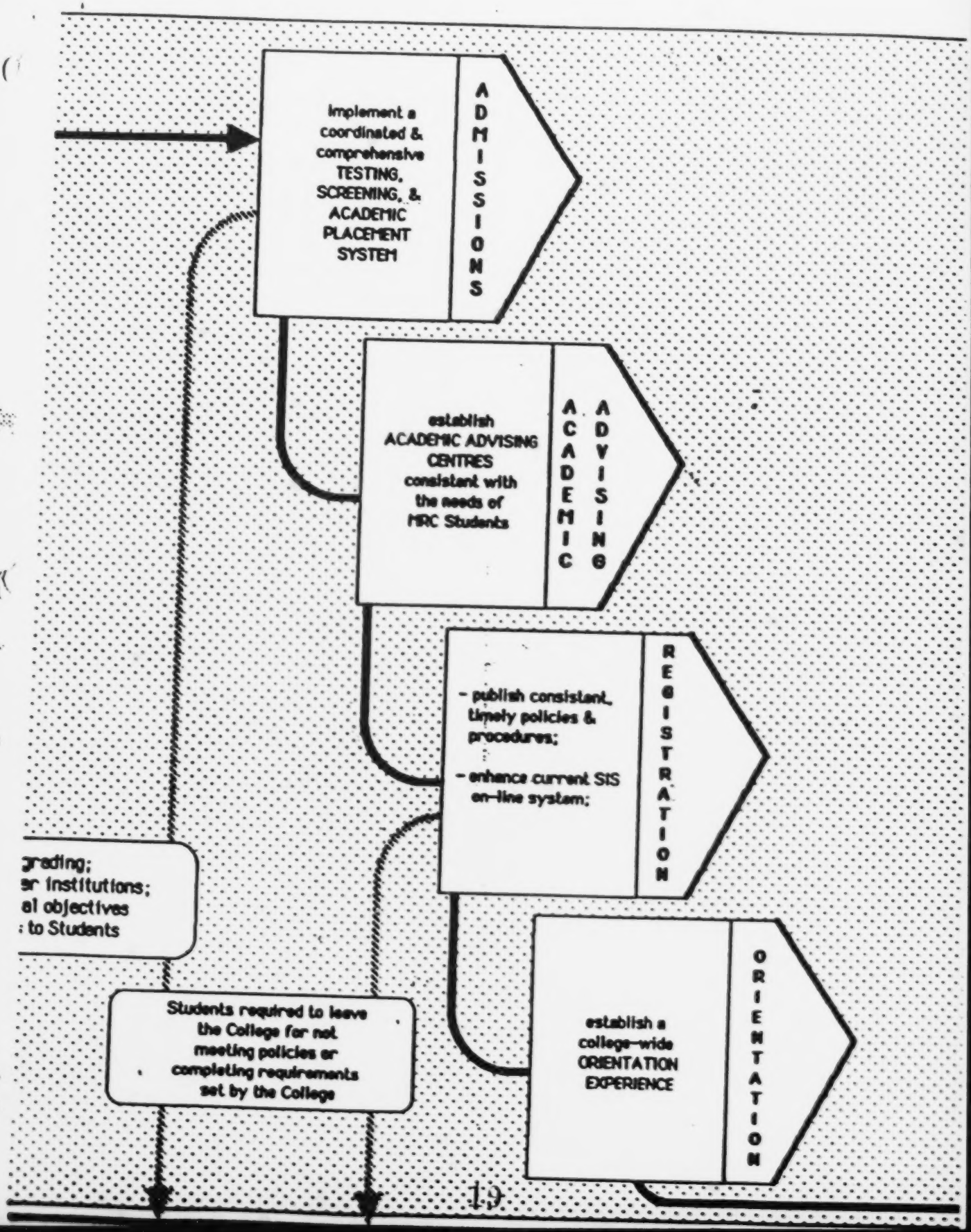
c. Keep a comprehensive list of graduate students in career areas through an alumni office so that updated information on their career and professional development sessions can be advertised.

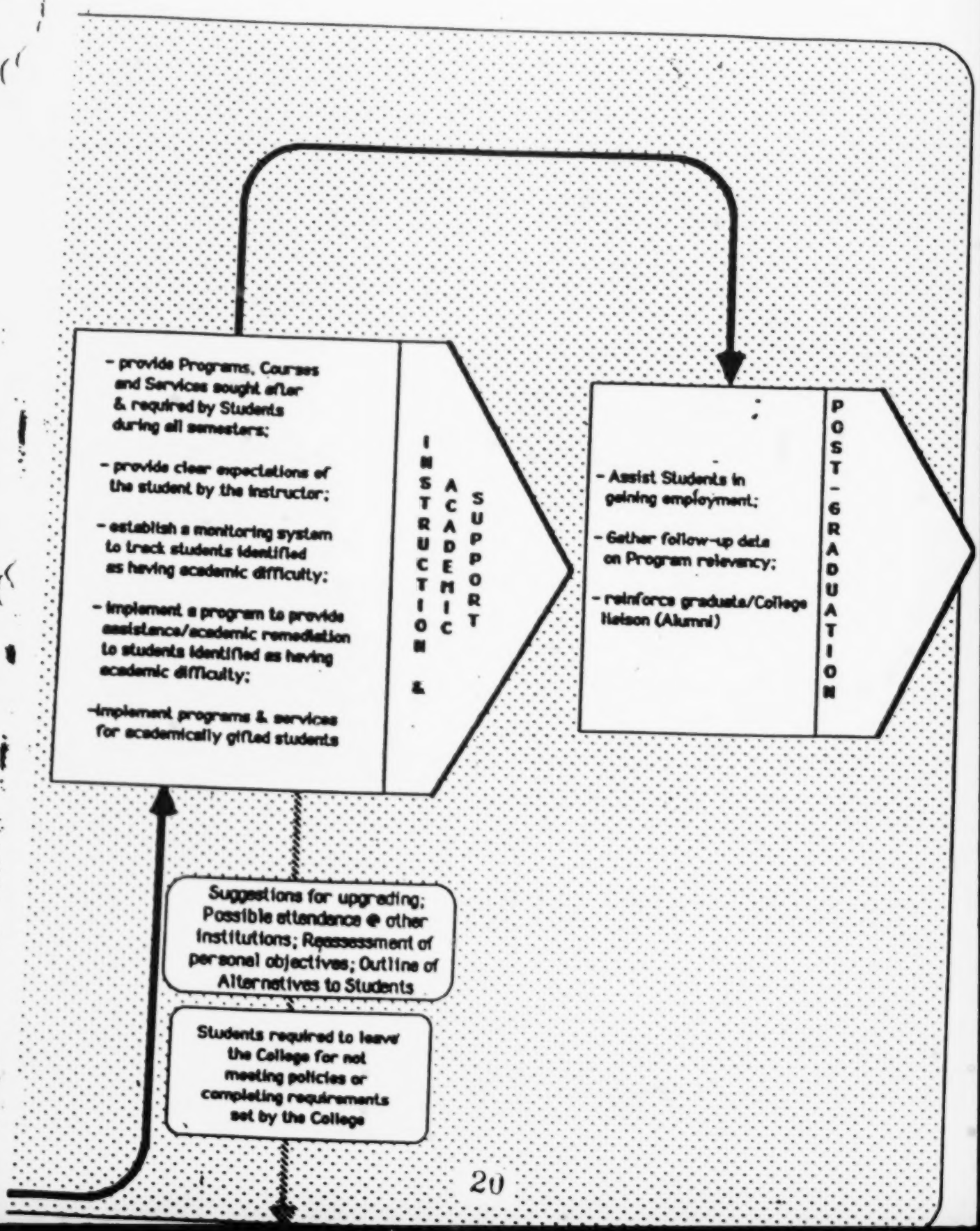
d. Administer a questionnaire to graduating students on their future educational plans at the time they leave Mount Royal College. Administer a follow-up questionnaire again at a specific time after graduation.

e. Provide an opportunity for graduate students to use follow-up career counselling.

Appendix A


MOUNT ROYAL COLLEGE
TASK FORCE ON
STUDENT FLOW MODEL
MEDIA;
COUNSELLORS &
TEACHERS;
PEERS
-establishment of an Admissions Centre;
- utilize entire College Community in recruitment and image-building;
- increase exposure to high school students;
- produce & circulate timely, accurate audiovisual materials;
- strive for consistency in the dissemination of College information;
PREADMISSIONS
REJECTION
OR
ACCEPTANCE
FORMAL
APPLICATION
Suggestions
Possible attendance
Reassessment of
Outline of Altern
Students required to leave the College for not meeting policies or completing requirements set by the College
Possible re-entry of candidates or students to the College with demonstrated academic improvement/prescriptive


Implement a coordinated & comprehensive TESTING, SCREENING, & ACADEMIC PLACEMENT SYSTEM
ADMISSIONS
establish ACADEMIC ADVISING CENTRES consistant with the needs of MRC Students
ACADEMIC ADVISING
- publish consistant, timely policies & procedures;
- enhance current SIS on-line system;
REGISTRATION
establish a college-wide ORIENTATION EXPERIENCE
ORIENTATION
grading;
er institutions;
al objectives
: to Students
Students required to leave the College for not meeting policies or completing requirements set by the College


- provide Programs, Courses and Services sought after & required by Students during all semesters;
- provide clear expectations of the student by the instructor;
- establish a monitoring system to track students identified as having academic difficulty;
- implement a program to provide assistance/academic remediation to students identified as having academic difficulty;
-implement programs & services for academically gifted students
INSTRUCTION & ACADEMIC SUPPORT
- Assist Students in gaining employment;
- Gather follow-up data on Program relevancy;
- reinforce graduate/College liaison (Alumni)
POST-GRADUATION
Suggestions for upgrading; Possible attendance @ other institutions; Reassessment of personal objectives; Outline of Alternatives to Students
Students required to leave the College for not meeting policies or completing requirements set by the College